

Considerations for Planning Tiered Behavior Support

Guiding Questions Across Intervention Tiers

Tier 1

Universal, research-based instruction for all students

1. How well does your core curriculum and instruction meet the needs of students in your school?
2. Do you have screening procedures in place?
3. Is there a state Positive Behavior Intervention and Supports (PBIS) contact?
4. Do you have questions about “response to intervention” (RTI) or “multi-tiered system of supports” (MTSS)?

Tier 2

Targeted A: Whole class
Targeted B: Specialized groups or at-risk students

1. Are there sufficient resources to support small group instruction?
2. Do students also receive Tier 1 supports?
3. Do you have a list of available evidenced-based Tier 2 intervention procedures?
4. Are you progress monitoring and reviewing the resulting data on a consistent basis?

Tier 3

Intensive individualized instruction

Note: Tier 3 supports may also include community, family, and health services in addition to school-based supports.

1. Have Tier 1 and Tier 2 intervention procedures been implemented with fidelity?
2. Are you progress monitoring student intervention plans at least once per week?
3. Are there sufficient resources and expertise available to implement individualized or small group instruction?
4. Are you aware of and familiar with local and state health, community, and family resources?

Tier 1

All students participate in Tier 1 programs. Tier 1 instruction should be research based or supported and will probably be successful for 80%–90% of students.

If your school does not have a Tier 1 system in place, you might consider PBIS or another school-wide behavior support program.

To learn more, please consult <http://www.pbis.org/>

Tier 2

Tier 2, representing 10 %– 15% of the student population, is the level at which targeted intervention begins. Tier 2 interventions may fall into one of two categories:

- **Whole class**—May include teacher training on general classroom management and behavior support strategies or class-wide intervention.
- **Targeted small group**—Comprises functionally related student groups (e.g., skill deficit or academic escape motivated). Appropriate intervention (e.g., social skills training, instructional modification) is selected based on an area of concern.

To learn more, please consult <http://www.intensiveintervention.org/resources/tools-charts>; <http://www.pbis.org/>

Tier 3

Intensive intervention, or Tier 3, should be prioritized to the student’s highest need and should be individualized, function based, and data driven.

Tier 3 should represent only 1%–5% of the population, and interventions should typically be provided by classroom teachers and specialists in the specific area of skill deficit.

(See right column for additional information)

Intensive Intervention

NCII’s approach to providing intensive intervention is known as **data-based individualization (DBI)**. DBI is a research-based process for individualizing validated interventions through the systematic use of assessment data to determine when and how to intensify intervention.

Intensive intervention involves multiple layers of individualized, evidence-based or evidence-supported, gradually increased intervention. Intensive intervention may include students with disabilities *and* students without disabilities.

Function-based assessment data drive the selected intervention, which becomes increasingly **student focused** as it progresses from Tier 1 to Tier 3.

To learn more, please consult <http://www.intensiveintervention.org/content/dbi-training-series>; <http://ebi.missouri.edu/>

Key Terminology

Evidence-based interventions: Evidence-based interventions (EBI) are treatments that have been proven effective (to some degree) through rigorous outcome evaluation. As such, EBI is likely to be effective in changing targeted behavior if implemented with integrity.

Progress monitoring: progress monitoring is used to assess a student’s performance, to quantify his or her rate of improvement or responsiveness to intervention, to adjust the student’s instructional program to make it more effective and suited to the student’s needs, and to evaluate the effectiveness of the intervention.

Data-based individualization (DBI) versus evidence-based intervention (EBI): DBI is the process of individualizing validated interventions. EBI is commonly used in schools to refer to an initial list of intervention procedures. Building interventions that are truly data based or evidence based are critical to DBI and EBI, respectively.